

EDWARD E TAYLOR ELEMENTARY

200 McRae St.
Columbia, S. C. 29203

GRADES K-5 Elementary School

ENROLLMENT 224 Students

PRINCIPAL Debbie Hunter-Bailey 803-343-2924

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	60	49	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	Yes

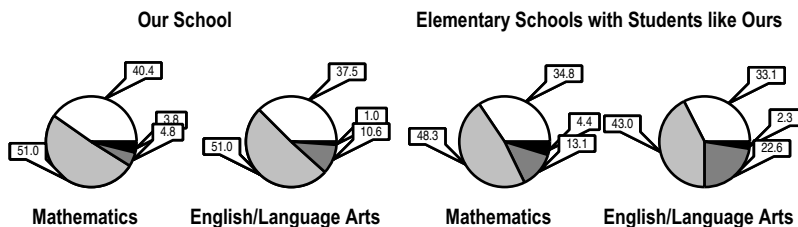
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	132	100.0	37.5	51.0	10.6	1.0	20.2	Yes	Yes
Gender									
Male	78	100.0	37.7	54.1	6.6	1.6	16.4		
Female	54	100.0	37.2	46.5	16.3	0.0	25.6		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	129	100.0	38.6	49.5	10.9	1.0	18.8	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	98	100.0	33.8	53.2	11.7	1.3	23.4		
Disabled	34	100.0	48.1	44.4	7.4	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	132	100.0	37.5	51.0	10.6	1.0	20.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	132	100.0	37.5	51.0	10.6	1.0	20.2		
Socio-Economic Status									
Subsidized meals	121	100.0	40.0	48.4	10.5	1.1	18.9	Yes	Yes
Full-pay meals	11	100.0	11.1	77.8	11.1	0.0	0.0		

Mathematics - State Performance Objective = 15.5%									
All Students	132	100.0	40.4	51.0	4.8	3.8	22.1	Yes	Yes
Gender									
Male	78	100.0	44.3	50.8	3.3	1.6	16.4		
Female	54	100.0	34.9	51.2	7.0	7.0	30.2		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	129	100.0	41.6	49.5	5.0	4.0	21.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	98	100.0	33.8	57.1	3.9	5.2	27.3		
Disabled	34	100.0	59.3	33.3	7.4	0.0	7.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	132	100.0	40.4	51.0	4.8	3.8	22.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	132	100.0	40.4	51.0	4.8	3.8	22.1		
Socio-Economic Status									
Subsidized meals	121	100.0	41.1	51.6	3.2	4.2	22.1	Yes	Yes
Full-pay meals	11	100.0	33.3	44.4	22.2	0.0	0.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	47	93.6	28.9	50.0	21.1	N/A	21.1
	Grade 4	46	97.8	52.8	44.4	2.8	N/A	2.8
	Grade 5	28	100.0	58.3	37.5	4.2	N/A	4.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	47	100.0	23.1	59.0	15.4	2.6	17.9
	Grade 4	39	100.0	42.4	54.5	3.0	N/A	3.0
	Grade 5	46	100.0	47.2	44.4	8.3	N/A	8.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	47	100.0	45.0	50.0	2.5	2.5	5.0
	Grade 4	46	100.0	48.6	40.5	8.1	2.7	10.8
	Grade 5	28	100.0	70.8	20.8	8.3	N/A	8.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	47	100.0	38.5	56.4	N/A	5.1	5.1
	Grade 4	39	100.0	39.4	54.5	3.0	3.0	6.1
	Grade 5	46	100.0	44.4	44.4	8.3	2.8	11.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 224)				
First graders who attended full-day kindergarten	96.8%	N/C	100.0%	100.0%
Retention rate	3.9%	Down from 4.1%	3.6%	2.7%
Attendance rate	95.0%	Down from 95.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.6%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	15.2%		5.7%	3.5%
Eligible for gifted and talented	4.3%	Down from 6.3%	5.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.7%	Down from 13.1%	8.0%	8.2%
Older than usual for grade	1.8%	Up from 1.3%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.3%	Up from 3.5%	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	60.9%	Up from 59.1%	48.5%	51.4%
Continuing contract teachers	91.3%	Down from 95.5%	80.0%	87.5%
Highly qualified teachers**	84.2%	N/A	93.0%	95.0%
Teachers with emergency or provisional certificates	4.5%		3.3%	0.0%
Teachers returning from previous year	94.5%	Down from 95.4%	82.8%	86.7%
Teacher attendance rate	92.9%	Up from 91.2%	94.7%	94.9%
Average teacher salary	\$50,759	Up 9.5%	\$39,533	\$40,760
Prof. development days/teacher	16.8 days	N/R	13.4 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 17.3 to 1	17.1 to 1	18.9 to 1
Prime instructional time	87.2%	Up from 85.6%	88.9%	90.0%
Dollars spent per pupil*	\$8,356	Up 5.8%	\$7,012	\$6,044
Percent of expenditures for teacher salaries*	75.2%	Up from 71.1%	63.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Edward E. Taylor Elementary School is a Title One school with 93.5% students on free and reduced-price lunch. It is surrounded by neighborhoods that vary from family homes with values of \$100,000.00 to low rental apartments that rent for \$275.00 per month.

Highlights for the 2003-2004 school year include: The District Teacher of the Year, Mrs. Angela Copper, was one of the five finalists for the State Teacher of the Year, nine students were identified as Duke University Tip winners, a student placed third in the South Carolina Wildlife Magazine's Young Outdoor writer's competition for the second consecutive year, and our national board certified teachers increased from four to seven.

Students that scored below basic on PACT in fourth and fifth grades received after school tutoring in English/Language Arts and Math. Students in grade 3 were offered after school assistance with homework. Transportation was provided to ensure that all students would benefit from the additional hours of instruction.

"Breakthrough to Literacy" is in the fifth year of implementation for students in child development and kindergarten. This program develops the skills and knowledge young learners need to become competent readers.

Our focus for the re-training grant funds has been to bring in a consultant to help teachers and students with the writing process and to purchase class sets of math manipulatives. Our staff development focus for the year was math and math instructional strategies. We have had math solution training using Marilyn Burns methods and consultants to come in and demonstrate ways to increase the usage of manipulatives in the classrooms.

Parental involvement activities include Books and Breakfast and workshops for grandparents conducted by our parent educator. We will continue to increase opportunities for parents to become more involved.

Debbie Hunter Bailey, Principal, Edward E. Taylor Elementary School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	41	23
Percent satisfied with learning environment	50.0%	87.5%	85.7%
Percent satisfied with social and physical environment	62.5%	82.9%	78.3%
Percent satisfied with home-school relations	43.5%	87.8%	78.3%

*Only students at the highest elementary school grade level at this school and their parents were included.